

BEFARe



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Message from the Chief Executive

As BEFARc continued transforming itself in the year 2005, we increased our international footprint, through the evolutionary growth of our organization's services. We enhanced and increased our capacity in outsourcing and in-sourcing services as a key part of our overall strategy. Different approaches to the social and developmental issues in the areas where we operate, therefore, presently underline the importance of our activities and our commitment to the development of the target area.

BEFARc during the year projected itself as a responsible, dedicated and important partner. It provided strategic support to its traditional partners and donors resulting in and contributing towards a better tomorrow for the country in general and target communities in particular. It responded earnestly to international calls to provide educational and developmental support to the deprived and launched spirited campaigns to strengthen educational and other developmental structures of the target communities. In addition, our increasing influences in the field of motivation through group based activities have highlighted the potential implications of successful community based programmes.

The expertise of BEFARc was also extended in the year 2005 wherein the organization was able to initiate specific sub-projects on orientation and capacity building for prevention of HIV/AIDS and conservation of energy. Democracy and devolution of power was another important sector which BEFARc addressed by launching an additional sub-project for training of female councilors in three districts.

Besides implementing the world's largest refugee education project on behalf of UNHCR, BEFARc also successively implemented sub-projects for World Bank, Bureau of Population, Refugee and Migration (BPRM), European Commission (EC), UNESCO, World Vision, South Asia Regional Initiative (SARI)/Energy, CIDA-AREP during 2005.

The remarkable work carried out by BEFARc is the result of continuous support of its donors and tireless efforts of its staff who worked with great commitment. They deserve admiration for their services. Whether on the developmental or on the rehabilitation side, BEFARc campaigns for all communities in the education and developmental sector and seeks to galvanize public moods to build a better world. This is its motto and this is its legacy.

Shakir Ishaq
Chief Executive

BEFARe in the Year 2005

Last year BEFARe exhibited its dexterity through effective, transparent and judicious implementation of sub-projects thus gaining the confidence of its donors who have been supporting its developmental and humanitarian efforts. In 2005, with the pecuniary assistance of UNHCR, BEFARe ensured the provision of basic education to Afghan refugees of NWFP. Additionally provision of teacher trainings and home school courses were also ensured by the organization under the CIDA/AREP component. BEFARe also implemented sub-projects with the assistance of UNESCO, World Vision (WV), European Commission (EC) and South Asia Regional Initiative (SARI/Energy). BEFARe is proud of being one of the pioneers in long-term community development in NWFP. This could not have been possible without long term funding from our sincere and worthy donors.

Last year, BEFARe also extended the project cooperation agreement with the European Commission to implement further training programmes for female local government councilors in NWFP and Punjab province. On energy conservation, the organization has remarkably contributed by building capacities of identified people who are expected to cascade the effect of training to their respective communities.

Additionally, we have also been able to make important contributions towards the prevention of HIV/AIDS by orienting capacities of target communities through capacity building and awareness raising measures.

Furthermore, BEFARe came forward to help the people affected by the October 8, 2005 earthquake, one of the worst in Pakistan's history. The organization provided the affectees with timely relief supplies and established schools providing emergency education to the traumatized students of the affected areas.

The retrenchment of hundreds of teaching staff was another major activity that took place last year due to budgetary constraints. However BEFARe was able to solicit funding from BPRM to support its formal education sector by maintaining acceptable number teaching staff to ensure educational facilities to over 30,000 students.

S. J. Shah

Divisional Manager

Programming and Implementation Division



O U R D O N O R S

United Nations High Commissioner for Refugees (UNHCR)



World Bank (WB)



Canadian International Development Agency (CIDA)



Canadian International
Development Agency

German Federal Ministry for Economic Co-operation
and Development (BMZ)



World Vision-Pakistan



European Commission (EC)



Bureau for Population, Refugees and Migration (BPRM)



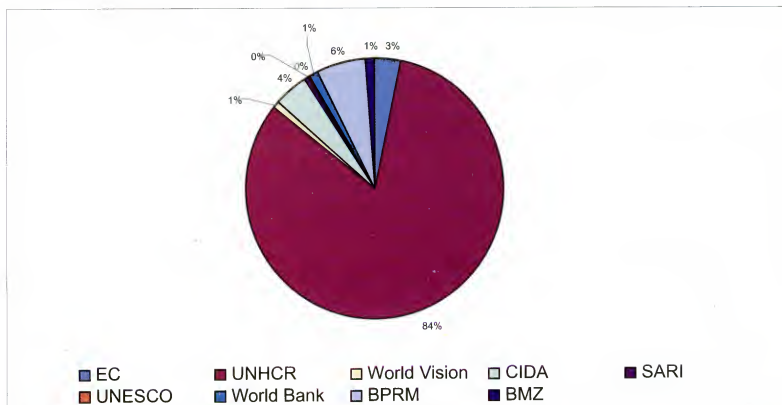
United Nations Educational and Scientific Cultural Organization (UNESCO)



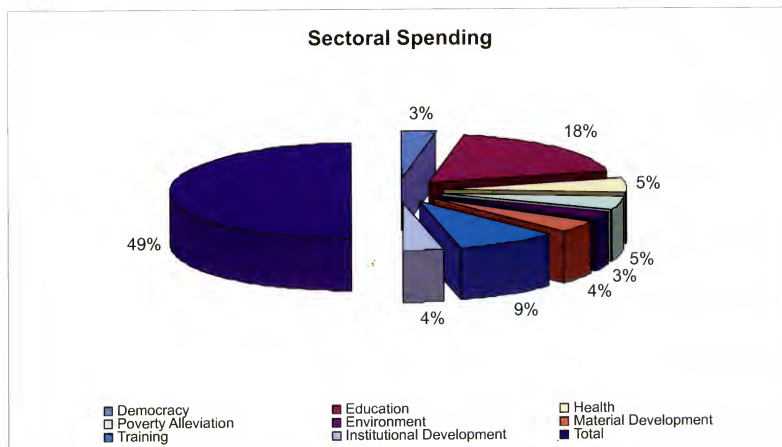
South Asia Regional Initiative (SARI / Energy)



Donors and Spending



Sectoral Spending



BEFAre appreciates the support of the international community that ensured the achievement and success of our work. Funding from the following donors facilitated BEFAre to provide a variety of vital programmes and assistance to the target community in 2005:



DONATED

BEFARe

BEFARe provides basic education on the national and regional level to the identified vulnerable and disadvantaged groups. This is achieved and ensured through learner centered and activity based approaches. BEFARe continuously reviews and updates its innovative concepts, methodologies, quality teaching and learning material, including its technical and professional capacity. Our aim is to encourage involvement, participation, partnership and empowerment to and with all stakeholders.

Our Vision:

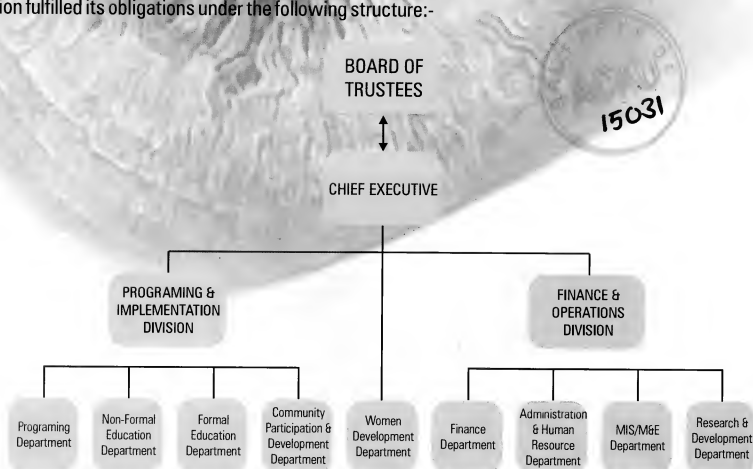
We successfully promote institutional cooperation which contributes to sustainable social and economic development.

Our organization is strengthening its position on the national and regional levels for institutional cooperation services.

Our Goal:

To improve and contribute towards better living standards of the identified displaced and underprivileged communities through interventions such as quality education, vocational & skills training, health, sanitation, micro-finance, enterprise development, poverty alleviation and socio-economic development initiatives.

The organization fulfilled its obligations under the following structure:-



BEFARe operates in a very wide geographic area. It coordinates its activities through 5 Sub-Offices namely Abbottabad covering the districts of Hazara region including Haripur and Mansehra districts, Kohat with Bannu, D.I.Khan, Hangu, Orakzai and Kurram agencies, Peshawar, Mardan covering Nowshera, Charssada and its suburbs, Timergara going upto upper Dir and Kohistan. It also has liaison offices in Lahore, Karachi, Quetta and Islamabad. BEFARe is also registered as a NGO inside Afghanistan.

Community Oriented Primary Education (COPE)

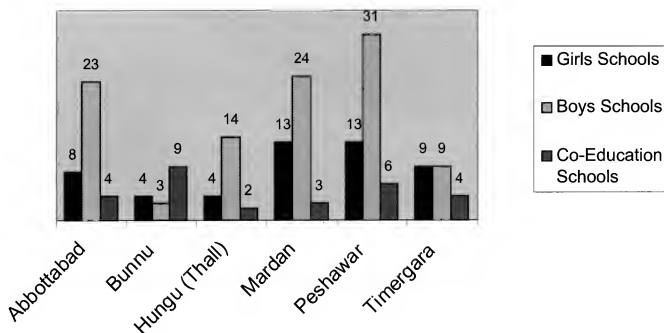
sub-project supported by UNHCR

Formal Education Department continued with the implementation of COPE during the year 2005. Its responsibilities during the year included supervision and monitoring of 183 schools with over 1,700 teachers and other educational and support staff. The department achieved all the targets of school management, quality education and capacity building under the UNHCR, CIDA-AREP and BPRM components. The breakdown of the schools that were operating under the sub-project at the end of the year is shown in (Annexure 1)

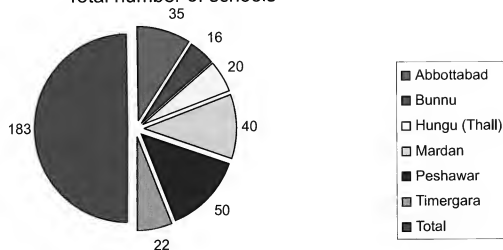


► Students of a class enjoying their studies

BEFARc Schools



Total number of schools



In 2005, the enrolment figure of students was recorded at 76,228 of which 55,581 (72.9%) were boys and 20,647 (27.1%) were girls. The sub-project continued with the provision of regular on-the-job training to teachers and arranged comprehensive training seminars financed and supported by other donors namely CIDA-AREP for Master Trainers (MTs), Field Education Supervisors (FESs), and teaching staff.



➤ Early Morning Session



➤ Students during test

In 2005, 92% of the enrolled students appeared in the annual examinations. Promotion rate of boys and girls was recorded at 93% and 90% respectively. This has been considered to be an important indicator of the qualitative output of the organization and the success of the sub-project.

The year 2005 also saw a timely intervention by Bureau of Population, Refugee and Migration (BPRM) of the US government to support over 450 teachers that were unfortunately retrenched due to budget constraints. The support provided by BPRM ensured the continuous access and provision of education to Afghan refugee students and their timely interventions not only contributed in the successful implementation of the primary education sector for the Afghan refugees in N.W.F.P but also gave an opportunity to over 30,000 students to continue receiving primary education.

Home School Courses under CIDA-AREP sub-project

A total of 336 home schools were supported by the CIDA-AREP component during the year 2005. Home schools were introduced by BEFARc to cover those boys and girls who could not avail education due to various reasons by offering them accelerated non-formal education upto grade 5 in a short span of thirty months.

A total 7,684 boys and girls benefited from the intervention which was implemented by the non-formal department in various operational areas of the organization. 80% of the graduates of these courses eventually enrolled themselves in formal schools. More than 60% of the Home School courses were offered to girls. (Annexure 2)

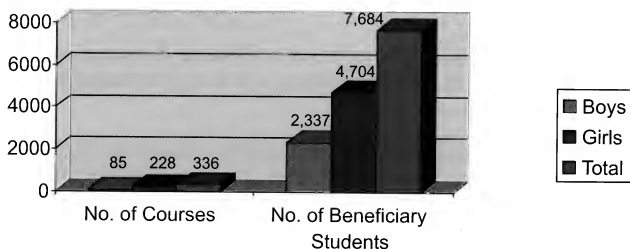


➤ Early Morning Session



➤ Students during test

Home School Boys & Girls



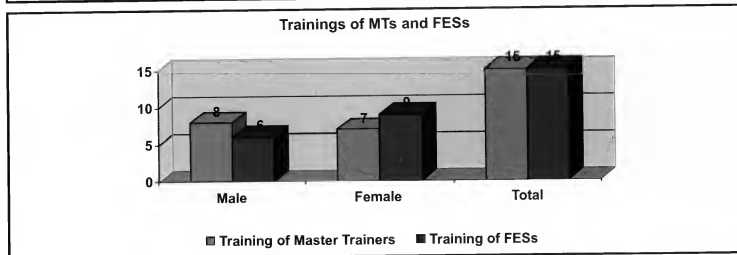
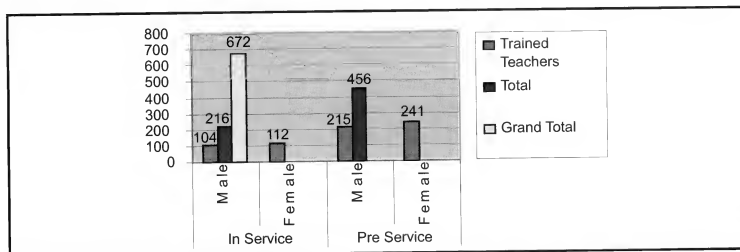
Teachers Training under CIDA-AREP sub-project

BEFAR adopts teaching and learning concepts based on its rich experience in the educational sector for training their Master Trainers and Field Education Supervisors. Under the CIDA-AREP sub-project, a total of 15 Master trainers and 15 Field Education Supervisors were trained in order to further train the teachers and to supervise their performances. Furthermore, basic training and refresher training was also imparted to

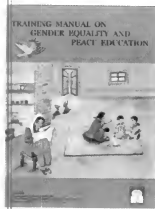


➤ Teachers Training Session

672 teachers representing both formal and non-formal teachers under the quality training component of CIDA-AREP. The following charts give the figurative scenario of these trainings (Annexure 3, 4).



UNESCO sub-project on Gender Equality and Peace Education



The period of democratization in Afghanistan calls for renewed efforts in the area of gender equality and peace education.

In this context, BEFARe with the support of UNESCO, developed two mutually inclusive documents on gender equality and peace education to be applied as

resource and training material in successive project implementation. Two workshops on the same subjects were also held wherein, Dr. Mehmooda Rehman, Project Manager, Research and Development Department was the key facilitator of these workshops while Mr. Mujaddadi from BEFARe, Mr. Rozagul from Ockenden International (OI) and Mr. Khawreen, an independent consultant engaged by UNESCO also facilitated the workshops. Master Trainers from BEFARe and participants from International Rescue Committee (IRC), Ockenden International (OI) and Save the Children (US), Quetta attended the workshops. The workshop integrated gender equality and peace education with religion and demonstrated effective listening, developing problem solving skills, bringing gender balance in educational programmes, linking peace education with school curriculum, making learning environment conducive and learner friendly and applied various participatory approaches during instructions. These two documents are expected to play a contributory role in bringing behavioral changes towards these issues.



➤ A training session



➤ A shot of the workshop



➤ Participants of the workshop



➤ Chief Executive distributing certificates among the participants



World Vision Pakistan supported sub-project on Capacity Building and Orientation of Identified Communities on HIV/AIDS

The sub-project on HIV/AIDS since its launching in 2005, has successfully achieved positive behavioral changes and extensive sensitization under the World Vision-Pakistan component through:

- Selection of pre-identified target areas, communities and identification of areas in consultation with community (both local Pakistani and refugees) on HIV/AIDS
- Community organization, orientation and capacity building of the target groups on HIV/AIDS and related issues



► Resource Persons Training in Progress

- Staff orientation on HIV/AIDS for generating amplified public impact

A comprehensive training manual was developed on orientation and capacity building measures on HIV/AIDS. The manual was effectively applied in the sub-project implementation and is useable for practical applications of best practices and methodology in similar and larger future initiatives.

The objective to orient and build capacities of BEFARe school teachers and community members in refugee camps and catchments areas of the local communities has also been largely achieved and the communities have been capacitated on HIV/AIDS prevention and made aware of the modern testing and treatment procedures.

A total of 600 Resource Persons (RPs) were trained on HIV/AIDS related topics. 300 female Pakistani and Afghani Resource Persons (RPS) were trained to act as protection guarantee of their families

On 1st December 2005, HIV/AIDS day was observed throughout the world. BEFARe also observed the day in all operational sub-offices of BEFARe and a grand function regarding this day was held in Jalozaï and Kababian camps.



► Celebration of World AIDS day at BEFARe schools

European Initiative for Democracy and Human Rights (EIDHR) sub-project

The sub-project implemented by BEFARe as part of the EIDHR aims to train and educate female councilors including illiterate female councilors with the objectives being:

- Women councilors actively utilize their knowledge about their rights, obligations and responsibilities as community representatives at union council level
- Women councilors address the needs and requirements of their constituencies

The target areas of the EIDHR component were the districts of Peshawar and Charsadda in NWFP and Attock in Punjab.

The female councilors of these districts were provided with training on present-day applicable issues such as leadership, role and responsibilities of councilors, communication, advocacy skills, developing linkages, participatory development and basics of budget development at union council levels. In addition, the trainings also included topics such as gender equality and its practical requirements in daily lives.

At the end of each political training, follow-up of the training were provided to the councilors so as to check the efficacy of the training imparted to them. Some tasks were also given to the female councilors at their union council's level.

These tasks included, community meetings, attending union council meetings, making developmental schemes and establishing linkages with line departments and NGOs.

Female councilors, who were illiterate, were also provided with a crash course on literacy skills as part of the learning process. The objectives of the literacy training have been that the councilors are able to read and write and are able to express their feelings more effectively at union council meetings as well as during the implementation of developmental programmes at their constituencies.



➤ Pre-training meeting of the trainers



➤ Training Session of Female Councilors



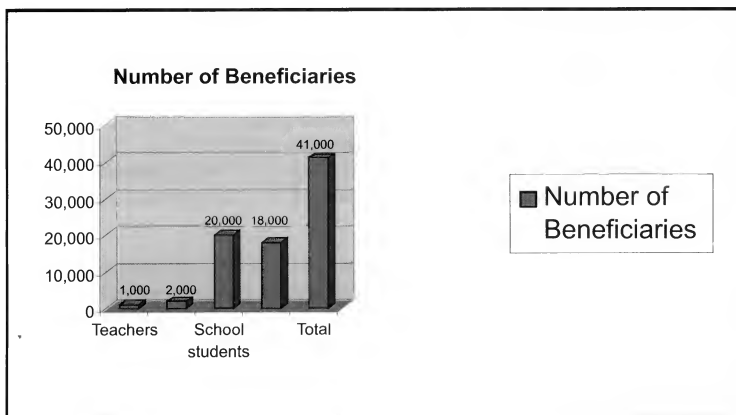
Capacity Building on Energy Conservation – A SARI-Energy sub-project

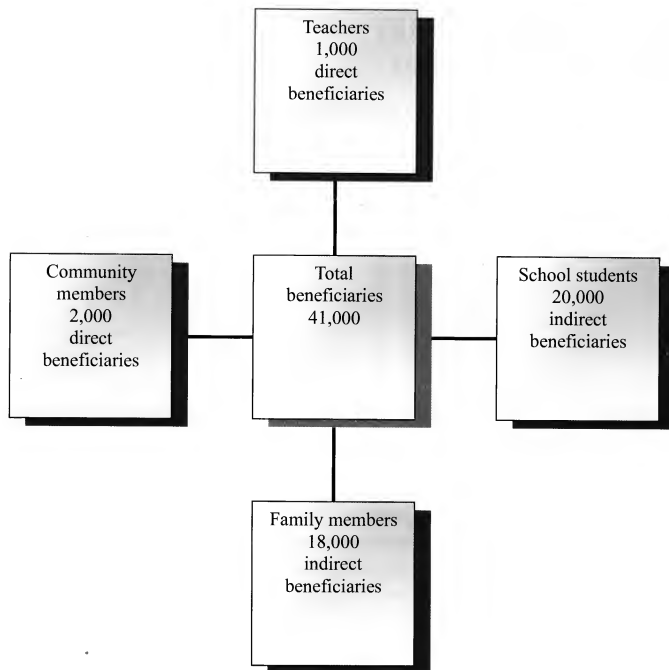
The sub-project on capacity building initiatives on energy conservation in identified areas of NWFP–Pakistan financed by South Asia Regional Initiatives / Energy (SARI/Energy) was formally initiated at the end of the year.



➤ Training of Community members and Teachers on Efficient use of local energy resources

In the succeeding year, the sub-project supported by SARI/Energy aims to train over 2,000 identified community members and 1,000 teachers on the efficient use of local energy resources. It is expected that these 3,000 individuals representing family members and a large number of students will be made aware of energy conservation measures. This target group is expected to implement the improved patterns in their respective families and communities. Hence, a cascading effect will ensue whereby more than 40,000 members of the community at large will be affected by this intervention. (Annexure 5)





Review of Refugee Teacher Training Material supported by UNHCR

BEFARe is concerned with the development of quality educational material for refugees and seeks to promote the cause through continuous research, regular seminars and workshops. In order to have a unified approach which could effectively span the large sector of the effected population of refugees, a review of educational material by Dr. S.B Ekanayake of the 23 identified organizations having developed emergency educational material was done with the support and coordination of UNHCR, Geneva.

During the research and review process, extensive meetings, workshops and in-depth analysis were carried out by the consultant with earnest cooperation of the friendly organizations active in emergency education. The effort resulted in the draft preparation of recommendations to be later incorporated in the development of curriculum for emergency situations. The draft recommendations were also shared by the Chief Executive of BEFARe with partners and stakeholders at a workshop in Sri Lanka. The endeavor is a magnum opus and is available for reference to educational and related institutions on request.

Earthquake Relief Efforts



► Making relief supplies ready for the affectees



► Making strategies to distribute the supplies

On the morning of 8th October, 2005 Pakistan was hit by one of the most devastating earthquake in its history. The degree of shockwave on the Richter scale was recorded at 7.8.

As an immediate response to the colossal loss of life and suffering of the affected people, BEFAre mobilized its emergency relief staff to provide immediate support to the earthquake affected communities in the district of Abbottabad and Mansehra. Existing support and infrastructure facilities of BEFAre in these areas were utilized for the emergency operation. In this context three truckloads of relief supplies including milk, water, biscuits, rations, clothes, shoes, tents, canvas sheets, jackets, dry fruits, lanterns. etc. were provided focusing women and children. The staff members also made hundreds of thousands of rupees worth of donations for these relief efforts. The emergency relief operations were carried out in Battagram, Battal, Balakot and Soom effected areas. Designated teams of the organization visited these areas and distributed relief items. Efforts were made and are still underway by BEFAre in coordination with other governmental and non-governmental agencies for further supporting these areas for both short-term relief and long-term rehabilitation including provision of educational facilities.

Education sub-project under UNESCO

BEFAre also established two primary schools in Bissian army camp, Balakot with the support of UNESCO to cater for the immediate educational needs of the affected children of these camps.

The Bissian sub-project team worked under the guidance of BEFAre staff experienced in handling traumatized children which was a direct help and created an atmosphere for prompt implementation and provision of healthy conducive learning. 2 Head Teachers - 1 from BEFAre and 1 from government, 1 FES, 8 teachers and 2 government teachers were engaged and assigned to provide emergency education to the affected children at Bissian camp. Regular monitoring, supervision and on-the-job support was provided by the Master Trainers (MTs), Field Education Supervisors (FESs) and other staff of BEFAre in ensuring delivery of quality education. The activities were also coordinated with World Vision-Pakistan which was active in providing Child Friendly Spaces (CFS) in these locations in order to provide maximum relief to the students.



► Bissian camp school



► A class of earthquake schools



► Erecting a girl camp class

Sirin Valley Emergency Education sub-project under World Vision Pakistan

The sub-project aspires to address the educational needs of the children affected by the earthquake in Sirin valley of Mansehra district. BEFARe under the sub-project launched educational activities by establishing 20 schools in Sirin valley. There are thousands of children including girls who lost access to education due to the natural calamity. It was feared that if concerted interventions had not been made available, there was the danger that these children especially the girl students may have resulted in their inability to ever rejoin schools. The sub-project is also aiming at the establishment of community organizations (COs) in the form of SMCs in local communities to engage them in the educational activities of the sub-project. Specific teacher trainings and community training interventions through SMC formation are also planned for deliverance of quality education and efficient project implementation in the target area. The objective of the program is that boys and girls in the earthquake affected areas have access to schooling.

Community Participation and Development

Community Participation and Development (CP&D) department continued to introduce community based organizational approaches at school level through 183 School Management Committees (SMCs) comprising of 2,040 members. The rationale behind these SMCs has been to involve the communities in various educational affairs and over all mobilization for self help community participation in educational needs of their children. (Annexure 6, 7, 8)

During the year, BEFARe ensured the functioning of 183 SMCs with over 2,000 community members. All the SMCs members were provided with trainings and orientation towards their role in supporting educational interventions of their children.



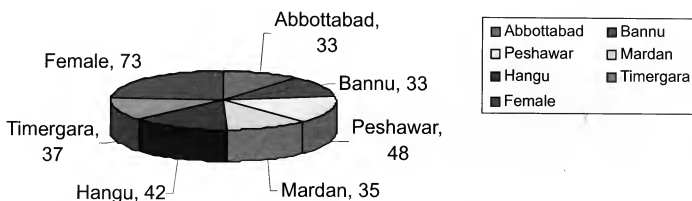
► A scene of Physical training



► Participants of SMC Meetings



SMCs Established and Trained



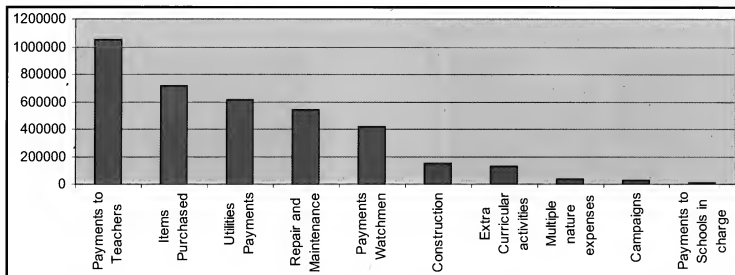
➤ Sessions of SMCs training

During 2005, more than 3.8 million Pak. Rupees was also raised by the SMCs representing different schools implemented by BEFARe. The financial contributions made by the community were spent on various activities such as additional construction in schools, repair and maintenance of classes, lease payments, payments of utility bills, purchase of classroom items etc. Book keeping and record of expenditure was regularly maintained at each school as part of open books policy of BEFARe. (Annexure 9, 10)



➤ Construction/ Repair work in Progress

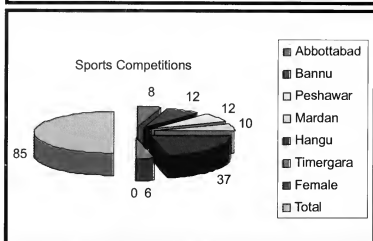
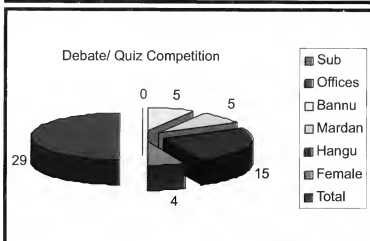
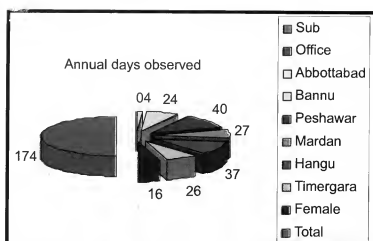
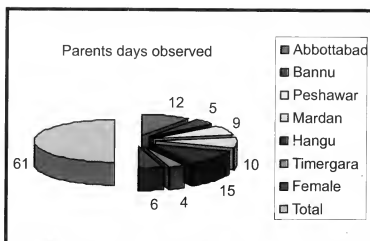
Area Wise Comparison of Volunatry Financial Contribution in 2005



In 2005, co-curricular activities were also continued as an integral part of our implementation responsibilities. CP&D department organized and conducted various debates and sports competitions, annual and parents day during the year. (Annexure 11, 12, 13, 14)



➤ Sports Competition among the Students



➤ Social campaigns

Workshops and conferences attended by BEFARc personnel

- Mr. Shakir Ishaq, Chief Executive of BEFARc attended a three weeks course at Oxford University, UK on "Forced Migration". Mr. Ishaq had an extended opportunity to share the experiences of the organization with delegates from all over the world and presented a paper titled "Education as a Tool for Social Development". The workshop entailed extensive interaction with other participants and development and deliberations of scenarios enabling the participants to gauge the affects of forced migration and the impact it has on individuals, families and societies as a whole. The participation in the course is expected to contribute significantly in improving BEFARc's capacity in understanding this important and complex issue as well as in addressing this scourge.
- Mr. Shakir Ishaq also participated in two workshops held in Thailand and Sri Lanka. The first workshop titled "Mediation and Negotiation Techniques for Conflict Management" was held from 21st to 25th November in Hua-Hin, Thailand. He also participated in "Education Field Guidelines and Partnership Workshop for Asia" held from



➤ CE facilitates a session in Sri Lanka



➤ CE during a mediation session in Thailand

29th November to 2nd December in Colombo, Sri Lanka. These workshops are expected to help BEFARc in enhancing its capabilities in multi-dimensional directions and contribute positively in addressing educational issues faced by various NGOs in related fields. These workshops also provided an opportunity to share experiences and discuss matters of related subject with the decision makers of other projects having similar mandates.

- Ms. Waheeda Farouk Adam, Project Manager, Non-Formal Education (NFE), attended a workshop on "Migration, Globalization, Security and Development" organized by SAMRen, Bangladesh. Ms. Adam contributed significantly in the workshop due to her extensive experience in refugee related issues spanning over 18 years. The workshop was held from 18th to 28th of November, 2005 in Dhaka, Bangladesh. Issues related to the subject were thoroughly discussed and analyzed by the participants who brought with them extensive experience of migration and security in their respective countries.



➤ Certificates distribution



- Mr. Sayyed Jonaid Shah, Divisional Manager, Planning and Implementation (P&I) Division attended a 5 day workshop held from 14 -18 November in Cha-am, Thailand. The theme of the workshop was "Impact Monitoring-Steering of Projects and Programmes to Success". Delegates from different parts of Africa, South East Asia, Europe and China participated in the workshop.



➤ Participants of Cha-am workshop

List of Annexure

Annexure1: Number of Camps and schools

Bunnu	Number of Camps	Number of Schools		
		Girls Schools	Boys Schools	Co-Edu. Schools
Abbottabad	7	8	23	4
Bunnu	12	4	3	9
Hungu (Thall)	13	4	14	2
Mardan	12	13	24	3
Peshawar	17	13	31	6
Timergara	8	9	9	4
Total	69	51	104	28
Total Schools : 183*				

Annexure 2: Home School Courses boys, girls and Co-education

Courses	No. of Courses	No. of Beneficiary Students	Percentage of students participating
Boys	85	2,337	30.4%
Girls	228	4,704	61.2%
Co-education	23	246 girls	3.2% girls
		397 boys	5.1% boys
Total	336	7,684	

Annexure 3: In-service and Pre-service teacher training carried out during 2005

	In-Service		Pre-Service	
	Male	Female	Male	Female
Trained Teachers	104	112	215	241
Total	216		456	
Grand Total	672			

Annexure 4: Training of Master trainers and Field Education Supervisors carried out during 2005

Training of Mts & FESs			
	Male	Female	Total
Training of Master Trainers	8	7	15
Training of FESs	6	9	15
Total	14	16	30



Annexure 5: Teachers, community members, school students and family members benefited from training on energy conservation

Project Beneficiaries	Number of Beneficiaries
Teachers	1,000
Community members	2,000
School students	20,000
Family members	18,000
Total	41,000

Annexure 6: Summary information of functional SMC's record in 2005

Sub Offices	Total No. of Schools	Functional SMCs	
		No. of SMCs	Members
Abbottabad	26	26	263
Bannu	12	12	142
Peshawar	37	37	355
Mardan	27	27	248
Hangu	16	16	216
Timergara	12	12	134
Female	53	53	682
Total	183	183	2,040

Annexure 7: Areas Wise SMCs Re-organized during the year 2005

Sub Offices	No. of SMCs Re-Organized	Inducted new Members
Bannu	7	22
Peshawar	25	87
Hangu	23	43
Mardan	10	31
Timergara	7	23
Female	13	44
Total	85	250

Annexure 8: Area wise training of the SMC's detailed record for the period of 2005

Sub Office	SMCs received refresher training under UNHCR in 2005		SMCs received refresher training under BPRM in 2005	
	No. of Refresher trainings	Members	No. of Refresher trainings	Members
Abbottabad	4	47	6	76
Bannu	4	51	3	39
Peshawar	12	140	11	135
Mardan	8	104	7	91
Hangu	8	112	7	98
Timergara	5	74	8	124
Female	5	79	7	113
Total	46	607	49	676

Annexure 9: Incentives for Community paid teacher and Watchmen during the year 2005

Months	No of Supported Schools	Community Paid Teachers		Community Paid Watchmen	
		Teachers	Incentive paid PM in Rs.	Watchmen	Incentive paid PM in Rs.
January	10	16	38,705	3	7,500
February	15	32	61,600	7	10,400
March	20	50	90,305	12	15,000
April	44	70	105,200	22	36,000
May	55	88	120,100	26	42,500
June	55	88	120,100	26	42,500
July	29	2	3,000	27	42,700
August	45	42	48,200	29	47,200
September	71	70	102,300	27	38,350
October	72	78	119,650	29	46,350
November	77	84	122,950	30	47,850
December	77	84	123,050	29	45,800
Total : 12 months payments			1,055,160		422,150
Grant total of 12 months payments:					Rs.1,477,310/=



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Annexure 10: Community input in major repair and maintenance activities in different area schools:

Sub Offices	White Wash			Floor/ Roof / Wall Mud Plaster			Rooms/ Toilet/ Verandas Repaired		
	No. of Schools	Description	Amount Spent in Rs.	No. of Schools	Description	Amount Spent in Rs.	No. of Schools	Description	Amount Spent in Rs.
Abbottabad	20	16 full 4 Partial	14,072	11	45 roofs 0 Floor 19 walls	17,020	6	12 rooms 6 toilets 4 verandas	14,480
Bannu	22	22 full	2,425	24	27 roofs 20 Floor 14 walls	5,808	22	19 rooms 11 toilets 9 verandas	4,720
Peshawar	20	10 full 10 Partial	25,355	20	20 roofs 6 Floor 12 walls	72,075	29	33 rooms 39 toilets 10 verandas	67,439
Mardan	10	7 full 3 Partial	12,754	12	14 roofs 17 Floor 22 walls	24,621	7	9 rooms 12 toilets 12 verandas	14,559
Hangu	29	16 full 13 Partial	4,963	39	39 roofs 28 Floor 27 walls	13,341	32	69 rooms 15 toilets 19 verandas	7,460
Timergara	6	4 full 2 Partial	3,679	5	14 roofs 4 walls	5,049	2	2 toilets 1 verandas	1,430
Female	17	9 full 9 Partial	7,649	7	2 roofs 2 Floor 7 walls	9,419	9	6 rooms 7 toilets 6 verandas	18,094
Total	124	84 full 40 Partial	70,897	118	161 roofs 73 Floor 105 walls	147,333	107	148 rooms 92 toilets 61 verandas	128,182

Annexure 11: Annual Days Celebrated in Various Schools during 2005

Sub Office	Annual day observed				
	Schools	Annual days observed	Students took part	Parents participated	Amount spent in Rs.
Abbottabad	4	4	96	210	2,580
Bannu	24	24	696	857	3,540
Peshawar	40	40	417	2,134	10,163
Mardan	27	27	270	1,570	8,328
Hangu	37	37	1,147	2,259	26,012
Timergara	26	26	450	1,175	0
Female	16	16	355	240	908
Total	174	174	3,431	8,445	51,531

Annexure 12: Parent's Days Organized in Various Schools during 2005

Sub Office	Parent's day observed				
	Schools	Parent's days observed	Students took part	Parents participated	Amount spent in Rs.
Abbottabad	12	12	165	996	2,885
Bannu	5	5	190	237	2,650
Peshawar	9	9	309	400	7,845
Mardan	10	10	380	737	4,845
Hangu	15	15	393	797	8,700
Timergara	4	4	54	186	3,000
Female	6	6	139	191	2,452
Total	61	61	1,630	3,544	32,377

Annexure 13: Debates/Quiz competition Organized in Various Schools:

Sub Office	Debate/Quiz Competition				
	Schools	# debate competition	Students took part	Parents participated	Amount spent in Rs.
Bannu	5	5	170	215	2,575
Mardan	5	5	40	80	489
Hangu	15	15	487	833	7,347
Female	4	4	84	156	2,520
Total	29	29	781	1,284	12,931



Annexure 14: Sports Competitions held in Various Schools:

Sub Office	Sports Competition			
	Schools	Students Participated	Parents participated	Amount spent in Rs.
Abbottabad	8	84	340	930
Bannu	12	432	385	2,923
Peshawar	12	281	797	13,545
Mardan	10	222	120	0
Hangu	37	1,366	1,286	10,065
Timergara	6	50	158	1,500
Female	0	0	0	0
Total	85	2,435	3,086	28,963



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